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1882/83

Grace Hammond

# HIGHLAND HALL,

1882-3.



SEVENTH ANNUAL CATALOGUE

OF THE

Young Ladies' College,

AND PREPARATORY SCHOOL,

Highland Hall, Highland Park, Ill.,

FOR THE YEAR ENDING JUNE, 1883.

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VESTIGIA NULLA RETRORSUM.

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CHICAGO,  
BAHNBRECHER PRINT  
1883.



**IN MEMORIAM,**

Edward P. Weston, L. L. D., Founder,

Died, October, 1879.



BOARD OF DIRECTORS.

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STILLMAN R. BINGHAM.

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SYLVESTER M. MILLARD.

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NATHANIEL BUTLER, JR., A. M., PRINCIPAL,  
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*Bookkeeping and English Branches.*

MISS FANNIE D. CHAMBERLAIN,  
(Until Nov. 25, 1882.)

MISS ADA E. BECKETT,  
(Since Nov. 25, 1882.)  
*The Department of Expression.*

MME. EUGENIE DE ROODE-RICE,  
*The Voice.*

W. C. E. SEEBOECK,  
*The Piano.*

EMIL LIEBLING,  
*The Piano.*

MISS M. E. WESTON,  
*The Piano.*

MRS. I. TAYLOR.  
*Drawing and Painting.*

MISS M. E. HARRISON,  
*Drawing and Painting.*

# STUDENTS IN THE GENERAL COURSE.

## SENIOR CLASS.

STUDENT.	PATRON.	RESIDENCE.
Carrie L. Cate.....	Hon. G. W. Cate....	Stevens Point, Wis.
Lillian S. Cushman....	J. C. Cushman.....	Highland Park.
Ethel Michener.....	Mrs. M. G. Michener..	New Sharon, Ia.
Allie E. Royce.....	E. P. Royce.....	Escanaba, Mich.
Libbie Sweetland.....	Dr. W. M. Sweetland.	Highland Park.

### *Completing Selected Studies.*

Hannah B. Churchyard. Joseph Churchyard... Buffalo, N. Y.

## JUNIOR CLASS.

Grace Abbott.....	Asher Abbott .....	Newark, Ill.
Carrie Burr.....	S. S. Burr.....	Winnetka, Ill.
Adele Everett.....	F. D. Everett.....	Highland Park.
Grace Hammond.....	C. G. Hammond.....	Highland Park.

## SOPHOMORE CLASS.

Laura Floyd.....	Col. Chas. Floyd.....	Highland Park.
Daisy Hipwell.....	W. O. Hipwell.....	Highland Park.
Blanche Lansingh....	K. V. R. Lansingh....	Chicago.
Mabel Merriman.....	A. T. Merriman.....	Chicago.
Kate Moody.....	Mrs. C. R. Moody....	Waukegan, Ill.
Maud M. Rice.....	Mme. E. DeRoodeRice.	Chicago.
Serena Rosenfield....	S. Rosenfield .....	St. Louis, Mo.
Madge Sharpe.....	Samuel Sharpe .....	Chicago.
Alice Sweetland... ..	Dr. W. M. Sweetland.	Highland Park.

## FRESHMAN CLASS.

Grace Howe.....	E. W. Howe.....	Chicago.
Fannie Jennings....	Mrs. M. A. Jennings..	Highland Park.
Florence L. Root ....	Col. R. Root.....	Keokuk, Ia.
Lottie Rosenfield.....	S. Rosenfield.....	St. Louis, Mo.

## SELECTED STUDIES.

STUDENT.	PATRON.	RESIDENCE.
Lulu Auer.....	Wm. Auer.....	Chicago.
Ethel Boulton.....	Geo. D. Boulton.....	Highland Park.
Nettie C. Braiden....	M. J. Braiden.....	Walla Walla, W. T.
Bessie Cleveland.....	S. E. Cleveland.....	Chicago.
Grace Cole.....	R. S. Ferguson.....	Waukegan, Ill.
Emma Cook.....	C. W. Cook.....	Chicago.
Hattie Cowles.....	Mrs. Julia Cowles....	Huron, Dak.
Josie Davison.....	John Davison.....	Chicago.
Elbertie Dixon.....	E. G. Dixon.....	Escanaba, Mich.
Clarence Downs.....	W. S. Downs.....	Highland Park.
Alma C. Eaton.....	H. L. Eaton.....	Dixon, Wis.
Birdie Elder.....	Jos. Elder.....	Peoria, Ill.
Jeanie Fiske.....	Mrs. Fiske.....	Chicago.
Nellie Floyd.....	Col. Chas. Floyd.....	Highland Park.
Frankie Floyd.....	Col. Chas. Floyd.....	Highland Park.
Lulu Gillette.....	R. H. Gillette.....	Highland Park.
May Goodridge.....	W. M. Goodridge....	Highland Park.
Mrs. F. M. Goodykoontz...	F. M. Goodykoontz...	Chamberlain, Dak.
Grace Goodykoontz...	F. M. Goodykoontz...	Chamberlain, Dak.
Minnie Gray.....	Prof. Elisha Gray....	Highland Park.
Belle Guthrie.....	Miss M. E. Guthrie...	Chicago.
Julia Harrison.....	Mrs. M. E. Harrison..	Keokuk, Ia.
Bessie Hawkins.....	F. P. Hawkins.....	Highland Park.
Marie Haxtun.....	W. E. Haxtun.....	Kewanee, Ill.
Annis Haxtun.....	W. E. Haxtun.....	Kewanee, Ill.
Edith Hill.....	S. Howe Hill.....	Ravinia, Ill.
Lottie Hinsdale.....	H. W. Hinsdale.....	Evanston, Ill.
Dora Holmes.....	Mrs. Holmes.....	Highland Park.
Zaidee Howe.....	E. W. Howe.....	Chicago.
Maggie Humble.....	W. P. Humble.....	Highland Park.
Dempster Lansingh..	K. V. R. Lansingh...	Chicago.
Ethel Leonard.....	Mrs. P. A. Leonard...	Ravinia, Ill.
Hannah Lippincott...	Col. O. Lippincott...	Chicago.
Agnes McFarlane....	Hugh McFarlane....	Highland Park.
Lulu McFarlane.....	Hugh McFarlane....	Highland Park.
Maggie Merrill.....	C. R. Merrill.....	Green Bay, Wis.
Kitty Moran.....	Mrs. M. Moran.....	Escanaba, Mich.
Katy Morgan.....	O. H. Morgan.....	Highland Park.

STUDENT.	PATRON.	RESIDENCE.
Evelyn Paddock.....	G. L. Paddock.....	Winnetka, Ill.
Mamie E. Patch.....	A. H. Patch.....	Clarksville, Tenn.
Alice Reeve.....	Geo. B. Reeve.....	Chicago.
Dickie Root.....	Col. R. Root.....	Keokuk, Ia.
Flora Rosenfield.....	J. Rosenfield.....	Rock Island, Ill.
Mary Simpson.....	W. Simpson.....	Highland Park.
Nellie Sinclair.....	A. L. Sinclair.....	Highland Park.
Ella Smith.....	Dr. J. A. Smith.....	Ft. Madison, Ia.
Lillian Solomon.....	W. H. Solomon.....	Grand Rapids, Mich.
Ida Solomon.....	W. H. Solomon.....	Grand Rapids, Mich.
Katharine Starrett ..	W. A. Starrett.....	Idlewild, Ill.
Helen Starrett.....	W. A. Starrett.....	Idlewild, Ill.
Maud Staub.....	E. P. Staub.....	Terre Haute, Ind.
Ella Stephenson .....	Hon. I. Stephenson...	Marinette, Wis.
Georgia Stephenson ..	Hon. I. Stephenson...	Marinette, Wis.
Neva Summers .....	C. H. Summers.....	Highland Park.
Lillian Terhune .....	J. Terhune.....	Chicago.
Blanche Turnbull....	Blanche Turnbull....	Monmouth, Ill.
Allie Van Wyck.....	T. B. Van Wyck.....	Jamestown, Dak.
Alice Weeks.....	Mrs. I. R. Weeks...	Chicago.

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## STUDENTS IN OTHER DEPARTMENTS.

### VOCAL MUSIC.

Nettie C. Braiden.	Grace Goodykoontz.	Serena Rosenfield.
Hannah B. Churchyard.	Belle Guthrie.	Allie E. Royce.
Bessie Cleveland.	Julia M. Harrison.	Ella E. Smith.
Hattie Cowles.	Annis Haxtun.	Lillian Solomon.
Bertie Dixon.	Mabel Merriman.	Ida Solomon.
Alma C. Eaton.	Evelyn Paddock.	Maud Staub.
Birdie Elder.	Maud M. Rice.	Blanche Turnbull.
Mrs. F. M. Goodykoontz.	Florence L. Root.	

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## INSTRUMENTAL MUSIC.

Lillie Anderson.	Grace Goodykoontz.	Mamie E. Patch.
Lulu Auer.	Minnie Gray.	Alice B. Reeve.
Bennie Bingham.	Miss M. Greene.	Florence Root.
Nettie C. Braiden.	Belle Guthrie.	Flora Rosenfield.
Alice E. Browne.	Grace Hammond.	Serena Rosenfield.
Mrs. N. Butler, Jr.	Julia M. Harrison.	Lottie Rosenfield.
Winthrop Carver.	Annis B. Haxtun.	Allie E. Royce.
Bessie Cleveland.	Edith Hill.	Henry S. Sawyer.
Josie Davison.	Lottie Hinsdale.	Ella E. Smith.
Bertie Dixon.	Grace Howe.	Lillian Solomon.
Alma C. Eaton.	Ethel Leonard.	Helen Soule.
Birdie Elder.	Hannah Lippincott.	Maud Staub.
Nellie Floyd.	Agnes McFarlane.	Mary E. Steers.
Frankie Floyd.	Lulu McFarlane.	Ella Stephenson.
May Goodridge.	Ethel Michener.	Georgia Stephenson.
Mrs. F. M. Goodykoontz.	Kate Moody.	Lillian Terhune.
	Blanche Turnbull.	

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## ELOCUTION.

Grace Abbott.	Minnie Gray.	Serena Rosenfield.
Lillie Anderson.	Julia M. Harrison.	Madge Sharpe.
Freddie Baker.	Zaidee Howe.	Ida Solomon.
Carrie L. Cate.	Ethel Michener.	Katharine Starrett.
Emma Cook.	Mamie Patch.	Georgia Stephenson.
Lillian S. Cushman.	Dicky Root.	Libbie Sweetland.
Grace Goodykoontz.	Flora Rosenfield.	Blanche Turnbull.

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## DRAWING AND PAINTING.

Ethel Boulton.	Julia M. Harrison.	Mabel Merriman.
Emma Cook.	Marie Haxtun.	Mamie Patch.
Hattie Cowles.	Daisy Hipwell.	Alice Reeve.
Miss H. Flint.	Zaidee Howe.	Lottie Rosenfield.
Nellie Floyd.	Blanche Lansingh.	Ida Solomon.
Frankie Floyd.	Dempster Lansingh.	Maud Staub.
Minnie Gray.	Agnes McFarlane.	Mabel Stuart.
	Lillian Terhune.	

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## S U M M A R Y.

Students in the General Course.....	81
“ “ Music, only.....	9
“ “ Art, “ .....	2
“ “ Elocution, .....	1
Whole number of students.....	93

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## LOCATION.

Highland Park is a suburban city, twenty-three miles from Chicago, reached by the Milwaukee Division of the Chicago and North-Western Railway. It is built upon the bluffs of Lake Michigan which here rise from seventy to one hundred feet above the water. The bluffs are clothed with a natural forest of oak, beech, maple and hickory, and are deeply channeled by ravines filled with luxuriant growth of tree and shrub. These ravines are full of wonder to the traveler, and of charm to the lover of natural scenery. Drives wind through their bottoms, bridging the streams, shaded by the net-work of century-old branches, the view opening out on blue waters, seemingly without another shore. Wealth and Art have supplemented Nature's work. The fine drive-ways, passing amid lawns and hedges; and the ravines, spanned by rustic bridges, make this little city worthy its name—a Park on the Highlands.

The HEALTHFULNESS of the location is set forth in an article published in the *Chicago Daily Tribune* of April 13, 1883, describing a series of remarkable experiments, conducted by Dr. J. H. Long, Chemist for the Chicago Medical College, to ascertain the purity of the air of Chicago, and its relation to disease. One paragraph of this article reads as follows:

“Further experiments in this direction show that the South Side of the city (Chicago) is continually exposed as a residence portion to a new and unseen danger from the manufactories, and that the purer air is found on the North Side. Evanston has ten times more pure air than the South Side of Chicago, and at Highland Park and north of there one experiences a comparative heaven of pure air.”

## THE BUILDING.

The building occupied by the school, since its foundation, is admirably suited to its purpose. It covers a large area of ground, reducing the number of stairs necessary to climb. Young ladies whose health requires it, can be accommodated on the same floor with the dining hall and school room. Most of the rooms assigned to students are reached by one flight of stairs, of easy ascent.

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## HISTORY \*

Highland Park was founded as an institution for the liberal education of women by Edward P. Weston, in September, 1876. It received a charter from the State of Illinois, authorizing it to confer diplomas upon its graduates. President Weston died in October, 1879. He had been indefatigable in his labor in building up the institution he had founded, and his earnestness and efficiency had been such that all who had the welfare of the school at heart, had learned to look to him for originating and executing measures for its increased success and usefulness. When he suddenly died, they were, consequently, not only plunged into deep grief at the loss of a man endeared to them by faithfulness, patience, and unselfishness, which make men in high place beloved, but they felt the helplessness of those who find the object of their main reliance suddenly and irrevocably gone, with no hope of immediately finding what will make good the loss. In such a crisis, friends were not wanting, who took counsel together and resolved that at any cost they would adopt the institution which President Weston had made his own. The leader in these movements was Prof. Elisha Gray, a citizen of Highland Park, known to the whole scientific world as the inventor of the telephone, a man upon whom one of the highest associations of Europe has justly conferred its badge of honor, and for whom his liberality and christian character win highest honor from all who are in any way associated with him. It should not be forgotten that other friends were loyal. The Directors of the school gave liberally of their time and money. The names of Henry C. Carver, Frank P. Hawkins, Ephraim H. Denison, William O. Hipwell, Stillman R.

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\* Part of the matter on the History and Theory of the School is taken from an article written by the Principal, for the WESTERN MAGAZINE for August, 1881.

Bingham, William S. Crosby, George L. Wrenn, and Sylvester M. Millard must always be held in honor by those who are friends of that in education which Highland Hall represents. The faithful labors of teachers also in this sad crisis are never to be forgotten. But when all has been said, it undoubtedly remains true that it is to Prof. Gray's personal efforts, both by actual daily presence in the school and by liberal gifts to meet its then pressing necessities, that it owes its existence to-day. Previous to Dr. Weston's death none of these gentlemen had been connected with the school, and their activity in its behalf was prompted solely by their sense of the value of such an institution, not only to their own community, but to the section of country in which its influence is felt. Great efforts were immediately made to fill the position so sadly left vacant. Prof. G. T. Fletcher, of Maine, was engaged to conduct the affairs of the school for the remainder of that year. At the end of that time he voluntarily withdrew, and Nathaniel Butler, Jr., who had been associated with Dr. Weston, from the establishment of the Institution, assumed the management of the school. He was aided by a tried and experienced corps of teachers long associated with Dr. Weston. The efforts and faithfulness of friends have been amply rewarded, in the constantly increasing prosperity of the school.

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## OUR THEORY.

Highland Hall is a school exclusively for education of young ladies. It does not, however, exist as a protest against co-education, nor as an exponent of an old, or obsolescent fashion in education. We assume that a school for young ladies has an important place among the active elements of an active age, and that, if rightly conducted it is the scene of labors, the results of which are to be counted second in importance to none of those things accomplished by the earnest workers of the land. A recent writer said: "Individuals might differ as to whether any particular girl should be advised to seek a *man's education*, but when she has once determined to seek it, for better or for worse, there is no reason why she should not receive it at the same time and in the same place with men." The most earnest advocate of schools for the exclusive education of girls could find nothing to quarrel with in this opinion. There are, no doubt, many young women who need a "man's education," be-

cause they propose to some extent at least, to take a man's part in life. There are also, numbers of young women, physically and mentally endowed for the requirements of life, who do not want a "man's education." Yet they do want education of the highest and fullest kind. They are destined, many of them, to move in circles of highly cultivated people. They will be called upon to contribute to the culture of the circles in which they move. To do this they will need to have at command, for ready use, all the physical, intellectual and spiritual faculties with which they have been endowed. This result can be reached only by a rigid and prolonged course of study and discipline. For a while the girl and boy may be educated together; but when the period of "higher education" is reached, the question must be asked, both for the girl and the boy what sort of a life is proposed to follow the life at the schools. The answer will involve a consideration of native talent, disposition, physical and mental capacity, etc. If two boys are to do the same or similar work, they should have like training; but a difference of mental character may mark out very different courses for the two. So, if the girl possesses the mental characteristics that fit and impel her to a man's work, let her have a "man's education;" but if her life work is to be the complement of man's, and this is surely the part of the great majority of women, then her "higher education" must be in many things complementary to "man's education." The question of exclusive education, or co-education, then, is not to be settled once for all; but individual cases are to be decided by individuals, the choice being not between a good and a positive evil, but between things good, each for its purpose.

The Directors and Faculty of this school, holding these views of the Higher Education of Women, believe that the co-educators are doing a good work. They have full faith also in the value of their own work, which six years have fairly tested. They have set before themselves the accomplishment of a definite result,—the preparation of young women for the life demanded of them by the time, and by the needs of society. They recognize that society has need of women, who can make our American life and character what it should be, and that to insure the public welfare we must have a special care for the training of the girls who are to become the wives and mothers, and moulders of the society of the future.



## THE CURRICULUM OF STUDIES

At Highland Hall is not essentially different from that followed by other institutions of like grade; but it is remembered that text-books and recitations can do only a part of the work of education. The forming right habits of thought, the directing of tastes, the growth in power of self-control—above all the formation of opinions, estimates and ideals, which control and color the life—these are matters to be effected by a force not proceeding from text-books, and not necessarily well done, when high rank in class has been reached and maintained. The woman needed by the home and society of to-day must have quick perceptions, true ideals, clear convictions and courage in holding to them, self control, patience, cheerfulness, refined tastes, and especially is it required that she have the ability to contribute to the genuinely refined enjoyment of those with whom her lot is cast. To thus fit her for life, every right influence must be employed. Especially is it the view of Highland Hall management, that this is a kind of teaching in which constant object lessons are invaluable. The best of all object lessons is the presence, before pupils, of instructors who are, in character and culture, as nearly as possible what it is desired that the young ladies themselves become, who will in the management of pupils, and in their intercourse with them, show daily the spirit and methods which it is desired that those under their tuition should make their own.

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## AN ESPECIAL EFFORT

Is made at Highland Hall to preserve the individuality of pupils. It is not only theoretically, but practically possible, that a large company of young ladies can be induced to respect the powers that be—always supposing them to be respectable—through the exercise of judgment and not solely through the spirit of obedience. In the home, the children respect law and order, more from a desire to have things go on well, than from a consciousness of restraint. It should be the same at school. Pupils and children can be made to think the same things with those in authority; they can be induced to pronounce the requirements “good”, and to observe them from intelligent choice. This may seem a trite statement of a very old theory; but it is made because five years’ experience at this insti-

tution have put the theory to practical test, with the most satisfactory results. Visitors at the school find it unique. When they are asked to say in what it seems to differ from other schools, they speak of the marked individuality developed among the pupils. It is astonishing to those who have never fairly tried the experiment, to see how rapidly the young woman matures, if encouraged to the free use of her own judgment, under wise direction. Nothing, in the whole course of a young lady's education is regarded as of higher importance than the forming of correct judgments, and the cheerful and courageous conformity of her life thereto.

Parents are requested to indicate freely any peculiarities of their daughters, important for the teachers to know at the outset. This course often saves trouble which might arise from the want of such knowledge.

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## COME AND SEE.

A visit to HIGHLAND HALL, and a personal examination of the premises, when convenient, are very desirable for parents wishing to place their daughters in the institution. Parents are requested to express their wishes freely, and may rely upon a careful regard to their views, in the education and care of their daughters, but they will necessarily, so far confide in our judgment, as to leave many things to be arranged and settled after our own plans and methods. In no other way can we secure a uniform, systematic, and successful course of training, with corresponding results.

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## SUNDAY AND THE BIBLE.

Members of the Institution, when in health, attend church on Sunday morning, at such places of worship as parents may prefer. The institution is wholly unsectarian in its management. At the same time we regard as an essential part of education, that higher culture of heart and life derived only from the teachings of the Bible. The scriptures therefore, hold an important place in our daily devotions, and in the exercises of Sunday.

*Young ladies are not expected to receive calls on Sunday, nor*

to see persons at any time, who are strangers to us, except by permission of parents, communicated to us directly, or in special circumstances warranting a departure from this rule.

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## VISITING.

Pupils will find it conducive to their progress in study to spend but little time in visiting. Permissions from home, to leave class work for this purpose, will always be subject to the judgment of the Principal. Parents will always feel welcome to visit their daughters at Highland Hall. Visits will not ordinarily be allowed to interfere with class work.

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## CORRESPONDENCE.

Parents are requested to furnish a list of correspondents allowed their daughters; the briefer the better. A large correspondence is a great draft upon the students' valuable time. All business letters should be addressed to the Principal; letters of a more private character concerning the health and management of pupils to the Lady Principal.

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## DRESS AND FURNISHINGS.

All extravagance in dress is discountenanced. No uniformity is expected. With such clothing as mothers judge sufficient and suitable for the different seasons, we expect all to be simple and tasteful.

Umbrellas and overshoes are not to be forgotten. Each boarder is expected to provide one pair of pillow cases for pillows twenty by thirty inches, one pair of sheets, one pair of blankets, one quilt, and her own towels, napkins, and napkin ring. The rooms are carpeted, and furnished with all articles necessary to the comfort of the occupants.



## HEALTH OF PUPILS.

Great care is taken to guard the young ladies against sickness, and to furnish them with proper attention when ill. In cases of serious sickness, parents will be promptly notified, and the treatment of their daughters made subject to their wishes.

Especial care will be taken that the pupils shall not be "broken down" by their school work. We are confident that serious evils not uncommonly result from an injudicious arrangement of the course of study, burdening pupils with too much work, and causing them to feel "crowded" and anxious, while endeavoring to complete it. Pupils will not be encouraged to take a large amount of work, but will be required to conform to a high standard in what they do. **THE HABIT OF THOROUGHNESS**, acquired in doing a few things as they should be done, is of greater value than the hasty and anxious "going through" of many books. Parents are earnestly desired to co-operate with teachers, in carrying out such a system as shall be at once promotive of thorough culture and sound health.

The whole school will be required to walk out of doors twice a day when the weather permits, and will also receive such instruction as will promote erectness of bearing, and free, healthful development.

Care will be taken to provide such a table as is necessary to the vigorous health of the school. Experience has shown us the wisdom of a rule forbidding pupils to receive articles of food from home. They will, however, be permitted to receive fruit. In regard to all other articles of food *this rule will be strictly observed.*

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## COURSE OF STUDY.

Our system provides for a Preparatory Department, a Collegiate Course of four years, and thorough instruction in drawing, painting, and music. Those whose time will not permit them to complete any regular course are allowed to select such studies as they prefer, provided they have made the necessary previous attainments.

### PREPARATORY COURSE.

The preparatory course embraces the usual English branches, with Elementary Science, and the Latin Grammar and Reader for those preparing for the higher course.

## COLLEGIATE COURSE.

In the Collegiate Course students have a choice among the three courses indicated below, giving prominence respectively to Science, Latin and Greek, or Modern Languages.

## COURSE in SCIENCE.

## COURSE in LATIN.

## COURSE in FRENCH or GERMAN

## FIRST YEAR.

*1st Term.*

Algebra.  
Natural Philosophy.  
Ancient History.

Algebra.  
Latin.  
Ancient History.

Algebra.  
French or German.  
Ancient History.

*2nd Term.*

Algebra.  
Natural Philosophy.  
Ancient History.

Algebra.  
Latin.  
Ancient History.

Algebra.  
French or German.  
Ancient History.

*3rd Term.*

Algebra.  
Physiology.  
Ancient History.

Algebra.  
Latin.  
Ancient History.

Algebra.  
French or German.  
Ancient History.

## SECOND YEAR.

*1st Term.*

Geometry.  
Zoology.  
Medieval History.

Geometry.  
Latin.  
Medieval History.

Geometry.  
French or German.  
Medieval History.

*2nd Term.*

Geometry.  
Botany.  
Medieval History.

Geometry.  
Latin.  
Medieval History.

Geometry.  
French or German.  
Medieval History.

*3rd Term.*

Solid Geometry.  
Botany.  
Rhetoric.

Solid Geometry.  
Latin.  
Rhetoric.

Solid Geometry.  
French or German.  
Rhetoric.

## THIRD YEAR.

*1st Term.*

Trigonometry.  
Government.  
Literature.

Latin.  
Government.  
Literature.

French or German.  
Government.  
Literature.

*2nd Term.*

Trigonometry.	Latin or Greek.	French or German.
Chemistry.	Chemistry.	Chemistry.
Literature.	Literature.	Literature.

*3rd Term.*

Mathematics	Reviewed Latin or Greek.	French or German.
Geology.	Physiology.	Physiology.
Literature.	Literature.	Literature.

## FOURTH YEAR.

*1st Term.**2nd Term.**3rd Term.*

Art Criticism.	Art Criticism.	Moral Philosophy.
Astronomy.	Natural Theology.	Logic.
Mental Science.	Mental Science.	Trench on the Study of Words.

Increased facilities will be provided for pursuing the various studies of the course. The apparatus of the school will be enlarged. Prof. Elisha Gray proposes soon to erect a laboratory, to be open to the classes of the institution.

## DIPLOMAS.

Young Ladies who complete the Regular Course, or its equivalent, are entitled to the Full Diploma. Diplomas of Merit will be awarded to those who attain especial excellence in any department. Degrees and Diplomas are awarded by authority of the State, conferred in our public Charter.

## TEXT BOOKS.

Text books by the most approved authors are used in our class work. Books, art materials, and sheet music are supplied at the institution at the publishers' regular prices. It is best for pupils to bring such books as they may have, in the several branches they expect to pursue. All are advised to bring a dictionary, a Bible, and a few volumes of standard English and American poets.

# DEPARTMENT OF MUSIC.

INSTRUCTORS:

MME. EUGENIE DE ROODE-RICE,

*Vocal Music.*

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EMIL LIEBLING,

W. C. E. SEEBOECK,

MISS. M. E. WESTON,

*The Piano.*

Special attention has been given to the work of bringing this department of the school to the highest excellence. The accomplishments and ability of the instructors in charge are so well known in Chicago and to musical circles in all parts of the country, that their names are the best guarantee of the superior advantages now offered to students. Their skill as performers and instructors, and their familiarity with musical literature enable them so to direct the studies of pupils, and so to place the works of classical and recent authors before them as best to promote their progress.

Students who give sufficient attention to the study of music, may, if they desire, substitute it for one of the studies of the regular Collegiate Course.

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## INSTRUCTION IN SINGING.

The eminence of Madame Rice, both as a musician and instructor, is well known. The most gratifying success has followed her connection with this department of instruction in this institution. Her method, which is substantially that of the Paris Conservatoire, is adapted especially to protect the voice from violence, or injury, and at the same time promote its full development. Careful attention is given to the correct pronunciation and interpretation of French, German, Italian and other songs. Pupils are received either for individual or class instruction. Two lessons are given per week, and two periods are assigned daily for practice.

### INSTRUCTION IN PIANO PLAYING.

In this department of instruction, students may be taught by a lady or gentleman, as they prefer. Two lessons are given, each week, by the instructor, and two periods each day, are assigned for practice. It has been our custom to afford pupils the opportunity of hearing the best musical works performed by accomplished pianists, at the school, without cost. This has been found an important help in the education of all students in music. The arrangement will be continued.

From time to time, concerts and recitals are given at the institution, at which the numbers both vocal and instrumental are rendered by the pupils of the department. The character of the work done may be judged from the following list of the more important selections produced at musical entertainments, given at different times. The more exacting of these works were played without notes, in an elegant and effective manner.

BEETHOVEN:—Sonata Pathétique, Op. 13; Sonata Appassionata, Op. 57; 1st movement of the Third Concerto, Op. 37, with Reinecke's Cadenza, (the orchestral part on a second piano); Largo, from 2d symphony (4 hrs.); Overture to Egmont (8 hrs.).

SCHUMANN:—Novelettes in E and B; Romance in F sharp; No. 2 of Kreisleriana, Op. 16; First movement of the concerto in A minor, Op. 54 (with 2d piano).

CHOPIN:—Valse in D flat, Op. 64; Rondo in C (for 2 pianos); Fantasia Impromptu in C sharp, Op. 66; Scherzo in B flat minor, Op. 31; Grand Polonaise in A flat, Op. 53; Larghetto and Finale from the Concerto in F minor, Op. 21 (with second piano); Grand Polonaise in E Flat, Op. 22.

WEBER:—Grand Polonaise in E flat, Op. 21; Selections from Euryanthe (4 hrs.); Jubel Overture (8 hrs.).

MENDELSON:—Overture to "The Son and Stranger" (2 pianos, 4 hrs.); Songs Without Words.

WAGNER:—"Ride of the Valkyries" (2 pianos).

TAUSIG:—Concert Paraphrase of "Weber's Invitation to the Waltz;" Concert Paraphrase of Strauss' "Morning Journals."

SAINT-SAENS:—Variations on a Theme of Beethoven's (Duo Concertante for 2 pianos).

LISZT:—Fantasia on theme from Gounod's "Faust;" Spinning song from Wagner's "Flying Dutchman;" Second Hungarian Rhapsody; Fourteenth Hungarian Rhapsody; Concerto in E flat (with second piano); March from "Tannhäuser."

Among the vocal numbers at the same entertainments were the following:

SCHUMANN:—"The Tambourine Girl" (4 voices); "Spring Night: A Vision."

SCHUBERT'S "The Lord is my Shepherd" (for four voices).

Also, Franz's "Slumber Song," Wagner's "Spinning Song," Chorus from Meyerbeer's "Huguenots," Mendelssohn's "Forest Song," Bishop's "Should He Upbraid," etc., etc.

#### INSTRUCTION IN VIOLIN PLAYING.

Arrangements have been made with Mr. Joseph Singer, to give instruction, to one who desire it, in playing the Violin and Cello. Especial attention will be given to the playing of concerted pieces.

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### DEPARTMENT OF PAINTING.

#### INSTRUCTORS:

MRS. I. TAYLOR,

MISS M. E. HARRISON.

Drawing and Painting are taught by artists of large experience, who have had remarkable success in awakening enthusiastic interest in their pupils, and in leading them to that self-reliance which is so essential to their later progress. All the standard styles of the art are included in the instructions of this department. Ladies may be received for art instruction alone, if they desire it.

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### DEPARTMENT OF EXPRESSION.

#### INSTRUCTORS

MISS F. D. CHAMBERLAIN,

MISS ADA BECKETT.

Instruction in this department has to do with the culture of the physical organism. It is not Elocution, nor Gymnastics, nor Voice Building; it includes all, while it is broader than all these. It is based on the fact that the physical organism is the only medi-



um through which the mind can express thought and feeling. That is an incomplete system which educates the mind, while it leaves the bodily organism an untrained and awkward instrument of expression. Faults of word, tone and gesture are the great obstacles to free and elegant expression. This department aims to correct these faults. It affords instruction of the most careful sort in voice, articulation, gesture (including all movement used in expression, as facial expression, head gymnastics of trunk, of body, etc.), in walking and bowing. This instruction is given in accordance with a system, based upon scientific knowledge of the physical organism, formulated by Francois Delsarte, of Paris, and now being introduced into this country. It will be seen that it is at once aesthetic and healthful. For instance, if you train the pupil to a right use of voice, the proper management of the breathing apparatus, and the production of pure tone, you at the same time remedy the evils that have come from a wrong use of this delicate machinery, and avert the more serious ones to follow. If you correct an awkward, stooping attitude, you remove apprehension for the spine and lungs.

If it be said that this sort of instruction is artificial and must promote self-consciousness, it is replied that the very reverse is true. The wrong use of any organ is to some extent painful; the right use, painless. If then, the wrong use of an organ can become habitual and unconscious, cannot that wrong use be discontinued and the right use established till it becomes pleasant, habitual, even unconscious? Is not this the very essence of hope in ceasing to do evil and learning to do well?

The whole school will receive daily instruction from the teacher of this department, who will have full charge of the classes in Reading and Physical Training. Private individual instruction in Elocution will be given to those desiring it, at the rate given below.

## EXPENSES.

The charges for board and tuition are made at the lowest rates consistent with the large cost of conducting the establishment. Recent extensive improvements render the comforts and advantages now placed before students greatly superior to those usually afforded. The following statement indicates every item of school expenses incurred by pupils at this Institution. There are *no concealed extras whatever*.

For board, warmed and lighted rooms, and the washing of fifteen pieces of plain clothing each week, together with instruction in the English Branches and the Latin Language.....	\$300.00
\$150.00 to be paid in advance, and \$150.00 at the beginning of the second half-year.	
For instruction on the organ or piano, per term of twenty lessons per quarter.....	\$ 20.00 to 40.00
For drill in chorus singing.....	per lesson.. 25
For private lessons in singing.....	per quarter. 25.00
For use of instrument, two practice periods daily	" 5.00
For private lessons in Elocution.....	" 15.00
For French, German, Italian or Greek.....	" 8.00
For Instruction in Bookkeeping.....	" 5.00
For Drawing lessons....	" 10.00
For Painting in Oil or Water Colors.....	" 20.00
For tuition of day pupils.....	" \$15.00-20.00

The Senior Class have some additional expenses.

An additional charge will be made for students desiring to room alone.

Pupils will be charged with the expense of repairing furniture damaged in the rooms which they occupy.

### CARE OF THE SICK.

For the incidental care required in temporary illness, no charge is made. In cases requiring continued nursing or medical attention, very few of which have occurred in our long experience, parents will be expected to make a partial remuneration.

### SPECIAL ARRANGEMENTS.

Young ladies requiring aid in procuring their education, will please apply confidentially to the President. Arrangements are made to give assistance in cases of this kind, in such a way as not to require the sacrifice of proper self-respect.



Friends of the Institution are invited to contribute books, minerals, and specimens in Natural History, for our library and cabinets, of which proper acknowledgment will be made.

POST GRADUATE COURSE.—Provision is made for the further instruction of graduates, in the modern languages, the classics, literature, music and painting, for one year or more, at their option.

Other young ladies, not graduates, may be accommodated as special students for the pursuit of art studies, music and literature, without connection with the school as recitation pupils. This arrangement is intended especially for those who have otherwise completed their education. *Individual* instruction will be given to students who prefer it to *class* recitations, with some additional cost for tuition.

#### ABSENCE AND DEDUCTIONS.

Serious evils result, both to the institution and to pupils, if young ladies are permitted to withdraw from school at the approach of examinations. This will be allowed only in cases where consideration of health or other imperative necessity demands it. If parents understand this to be a regulation of the school, their judgment will no doubt accord with ours in pronouncing it necessary to the accomplishment of important ends.

Pupils are expected to occupy rooms to the end of the session for which they are engaged. The leaving of students, from whatever cause, is a damage to the institution, and it is only right that the loss should be borne in part by the patrons, on some basis equitable arranged and mutually satisfactory.

No deduction can be made for the temporary absence of a pupil, from whatever cause.

#### ASSIGNMENT OF ROOMS.

Rooms are assigned to pupils in the order of application, or in accordance with circumstances which may afterward arise. Two persons occupy one room. Rooms assigned to applicants will not be retained for them after the commencement of the session, unless by previous special arrangements.

With our friends and co-workers in the great circle of kindred institutions, we shall hope to maintain, as in our past experience, cordial relations of professional courtesy; ever bearing in mind that the sacred ends for which we labor are the same, although our views and methods may sometimes differ.

## CALENDAR.

First Quarter will begin September 19, '83.

Second Quarter will begin November 24, '83.

Third Quarter will begin January 30, '84.

Fourth Quarter will begin April 5, '84.

### COMMENCEMENT WEEK 1883.

Friday Evening June 8,	- - -	Honor Exhibition.
Sunday Eve., June 10,	{	Baccalaureate Sermon by Rev. Geo. C. Noyes D. D. of Evanston, Ill.
Monday June 11, }		Written Examinations.
Tuesday June 12, }		
Monday Evening, June 11,		Exhibition of the Dept. of Expression.
Tuesday Evening, June 12,	-	Concert of the Music Department.
Wednesday Evening, June 13,	{	Graduating Exercises and Graduates' Reception.

### Time Table---C. & N. W. Railway.

Depot, Corner Wells and Kinzie Streets.

Chicago to Highland Park.		Highland Park to Chicago.	
<i>Leave Chicago.</i>	<i>Arr. High'd Park.</i>	<i>Leave High'd Park.</i>	<i>Arr. Chicago.</i>
8.00 A. M.	9.03 A. M.	5.37 A. M.	6.45 A. M.
11.00 "	12.06 P. M.	6.31 "	7.40 "
11.30 "	12.21 "	7.11 "	8.15 "
3.00 P. M.	3.46 "	8.01 "	9.00 "
4.10 "	5.10 "	8.40 "	10.00 "
5.00 "	5.53 "	9.27 "	10.30 "
5.25 "	6.34 "	12.47 P. M.	1.50 P. M.
6.00 "	7.00 "	3.05 "	4.00 "
6.20 "	7.24 "	6.15 "	7.15 "
9.05 "	10.00 "	10.05 "	11.05 "
11.30 "	12.40 "		

Mails leave Chicago twice daily, arriving at Highland Park at 12.21 and 5.53. Parcels by United States Express, and dispatches by Western Union Telegraph. Direct to care of Highland Hall. Money orders paid at the Highland Park Post office.







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